

Middle School Initiative

**PART I
COVER SHEET**

CAP 2 SEMESTER 2 WEEK 16

COURSE: Lindbergh Leadership Laboratory, Achievement 5

LESSON TITLE: Review for Achievement Test

LENGTH OF LESSON: 50 Minutes

METHOD: Informal Lecture

REFERENCE(S):

1. *Leadership: 2000 And Beyond*
2. AFPAM 36-2241, Vol 1, *Promotion Fitness Examination Pamphlet*

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S): None

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to be fully cognizant of:

1. His/her duties and responsibilities as a Cadet Staff Sergeant
2. The styles of leadership
3. Attributes of a good leader
4. The effective techniques of supervision
5. How to present himself/herself while teaching
6. Good reading practices

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet shall accept the responsibilities of a cadet junior noncommissioned officer.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: General George S. Patton said, "*You are always on parade.*" People are watching you. Are you setting the proper example?

MOTIVATION: Do you have the enthusiasm to be an energetic and effective leader of cadets?

OVERVIEW: During this period, we will review the main topics of the past two lessons. This includes the styles of leadership, attributes of leadership, supervisory techniques, teaching techniques, and reading.

TRANSITION: Leadership is defined as: "*the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective.*" This lesson is a continuation in the development of that art.

Body

MP 1 There are three primary styles of leadership. They are:

- The *authoritarian* style, which is necessary when there are time constraints and the mission is paramount.
- The *democratic* style, which allows for the free flow of ideas to and from the subordinates. This gives them equality in assuring that the goal is achieved
- The *laissez faire* style, where the subordinates are allowed to perform based on their training and natural ability. They are permitted to do, not left alone to do.

MP 2 Leadership attributes, or traits, are an integral part of the leaders' makeup. They are:

- Power - ability to influence people or events
- Prominence - doing the absolute best that you can

- Respect - what you earn, when you do what you say you will do
- Awareness - knowing what is going on around you, being observant
- Direction - knowing where you are going
- Structuring - defining roles, delegating responsibilities, and establishing goals
- Conflict preparation - prepared to face stressful situations with confidence and poise
- A good record - you have produced good results through team effort and personal drive

MP 3 Supervision of cadets requires exemplary leadership skills. You, as a leader, must assure that:

- There is a need for any order that you issue
- You use the established chain of command
- You encourage subordinate cadets to ask questions if they do not fully understand your directions
- The cadets are supervised as they carry out your legitimate orders
- You develop a trusting relationship with your subordinates
- There is a balance between under-supervision and over-supervision
- The cadets are trained as a team

MP 4 As a leader of cadets you must be a teacher. As a teacher, you have certain requirements that must be met before, during, and after your teaching presentation. They are:

- Know your subject
- Be prepared
- Be correct in your appearance
- Make your presentation clear and concise
- Have teaching aids ready for use

- Encourage feedback
- Evaluate yourself and your subordinates

MP 5 Leadership requires efficient reading skills. These skills include comprehension, speed, and adaptability. Each one of these skills should be used together and modified to meet your reading level.

Conclusion

SUMMARY: In summation, we have reviewed the Lindbergh achievement leadership criteria. This included your duties and responsibilities, styles of leadership, leadership attributes, supervisory techniques, teaching techniques, and improving reading skills.

REMOTIVATION: Let me quote General J. Lawton Collins, former Army chief of staff, from a speech he gave at the Army Command and General Staff College in 1949.

"Now, what are some of the things that we ought to look out for if we are going to make ourselves better leaders--to make full use, we might say, of the God-given talents that we have to start with. The first of them, I would say, is to know your business, to get to know your business." An excerpt from Military Review, May 1990.

CLOSURE: Next week, you will take your test on this achievement and the week after that you will conduct a formal retreat. I have confidence that all of you will pass with flying colors. Class **DISMISSED!**

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was to review the material contained in Chapter 5 of the leadership text.

LESSON QUESTIONS: None